TEACHING EFFECTIVENESS OF TEACHER EDUCATORS AS RELATED TO WORK MOTIVATION AND PROFESSIONAL COMMITMENT

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SYNOPSIS OF THE THESIS

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DECLARATION

I hereby declare that the synopsis entitled "TEACHING EFFECTIVENESS OF TEACHER EDUCATORS AS RELATED TO WORK MOTIVATION AND PROFESSIONAL COMMITMENT" to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

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CERTIFICATE

This is to certify that the thesis titled "TEACHING EFFECTIVENESS OF TEACHER EDUCATORS AS RELATED TO WORK MOTIVATION AND PROFESSIONAL COMMITMENT" is an original piece of work done by Atul Kaushal under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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THE TITLE

TEACHING EFFECTIVENESS OF TEACHER EDUCATORS AS RELATED TO WORK MOTIVATION AND PROFESSIONAL COMMITMENT

"The only true teacher is one who can immediately come down to the level of student, transfer his soul to the student's soul, see through the student's eye and hear through his ears and understand through his mind. Such a teacher can really teach and none else"

Swami Vivekananda

Education is to humanize the humanity among human beings. Education in real sense is to humanity and to make life cultured, civilized and progressive. It is through education that man develops his thinking, reasoning, problem solving and creativity and transformed him onto social, moral and spiritual human being. It is a dynamic force in the life of every individual influencing physical, mental, social, emotional and ethical development. Education is an important input for the growth of the individual as well as for the society. Properly planned educational input can contribute to increase efficiency and defectiveness of the governance. Education opens new horizons for an individual, provides new aspirations and develops new values. It strengthens the competencies and develops commitment. Education generates in an individual a critical outlook on social and political realities and sharpens the ability to self criticism.

The meaning of education is enunciated by Swami Vivekananda "Education is the manifestation of perfection already in man". This kind of education will bring out good human beings who understand their role in society to do most good to most of the time. The purpose of education is not merely to collect and cream information. Vivekanand said, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on ones feet". Education is important because there can some aspects in our life that can't be learned by experience only. It is very powerful instrument of human development of better and high quality of life. Life has been treated as a precious gift of nature. Education is fundamentally the "enlightment" of life. It confers dignity of a man. It helps to transform the human personality into a pattern of perfection through a synthetic process of development of the body and upliftment of the mind. The growth and development of education depends upon the

extent of role of parents, family, teachers, administration and state. Education is one of the greatest services provided by the teacher. It is vital for anything. The role played by teacher becomes very important component and in fact it can be said that they are in a way "our nation builders". For any student, education and character are the basic foundation and it is laid by teachers as well as parents.

On the whole it must be realized by the teacher that all his knowledge of the subject matter, his ability to present it methodically and effectively and his ability to control the class situation will be effective only if he takes into consideration the interest, abilities, aptitudes and limitations of the learners. A teacher must learn to understand his learner and encourage them. Without good teacher even the best system is bound to fail and with good teacher the worst system can be made largely better. There is need of really good teachers who have some unique qualities.

TEACHING EFFECTIVENESS

Teaching is the teacher's task performed for the development of a child. Thus, teaching is more facilitating, motivating and promoting process. In this modern era teaching is a challenging profession which requires good subject knowledge, questioning skills, clear objectives, time management, effective planning, and class room management. Effective use of human resources, good interaction, effective communication skills, interest, attitudes, perception etc. That is why, Moore (2001) defined teaching as "the action of someone who is trying to assist others to reach their fullest potential in all aspects of development "An effective teacher can focus upon making connection between facts and fostering new understanding in the students. They can tailor their teaching strategies to the responses of students and predict information. Instead of spending time in memorizing material, filling in the blanks on the worksheets and repeating large number of similar problems, students need to learn to integrate information and create knowledge themselves.

The destiny of India is being shaped in her classrooms.

(**Kothari commission 1964-66**)

The concept of teacher effectiveness revolves around qualities and characteristics of teacher as a person in the teaching learning process. The dynamic and complex nature of teaching warrants that teacher should be prepared to self-motivating, capable of self-analysis and making

systematic observation of patterns and trends in teaching learning behaviour. Effective teacher can inquire into students experience and build an understanding of learner's capacity to analyze what occurs in the classroom and in the lives of their students.

IMPORTANCE OE TEACHING EFFECTIVENESS

Teaching effectiveness is important because effective teaching helps in students' learning. It has become even more important as the quality in education at all levels also increased. Effective teaching doesn't occur by chance. Effective teacher has become better at what they did, because they evaluate their practice. The ability of a teacher to organize classroom and manage the behaviour of their students is critical to achieve positive educational outcome.

Students benefits from effective teaching and learning strategy inside and outside the classroom. Effective teacher is real maker of the nation. He has the power which can take his generation to any side i.e. peace or war. An effective teacher must be emotionally intelligent and mature enough to deal effectively with the emotional aspects of his students.

FACTORS AFFECTING TEACHING EFFECTIVENESS

In a situation where teachers are left to their fate to face the rigors of academic and in some cases administration work, there is the high tendency that they would decline in effectiveness. Worst still, inspite of these rigors they are being poorly motivated in terms of salary remunerations. According to Borton (1981) "Education is not just for personal survival or to increase one's income or power over others, but it is for enriching one's life for personal growth beyond survival and income". While agreeing with his view, the question is will it also be justifiable for teachers to use their meager income for the provision of school facilities, materials and equipments needed for effective institutional work to progress? If the answer is positive, according to Byme (1981) there is a danger that the teacher will lose his initial keenness in teaching for something better.

Moreover, the nature of teachers earns them the regards as experts who know more than their students. This may involve answering questions, correcting or validating the work of students or what they have said. For the teacher to remain as an expert, there must be a continuous in-

service training programme for him and the urge to expand his knowledge and breadth of understanding. In a situation where there is little or no in-service training programmes and other opportunities for the teachers to widen their knowledge and skill, it is obvious that they will become incompetent. This is further buttressed by Wilbert (1978) when he said that the teacher's ability to remain well informed on new developments in his ability to make creative and critical judgments concerning the main trends in his field bear directly upon his competence as an expert. In other words, if teachers are behind time and obsolete in their disciplines, their effectiveness becomes questionable.

CONCEPT OF WORK MOTIVATION

The word 'motivation' comes from the Latin word "movere" which means "to move". It is the process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of an organism. Motivation may be defined as a psychological or internal process initiated by some need, which leads to the activity which will satisfy that need. Work motivation can be described as the expectancy of finding satisfaction in maintaining challenging and difficult performance. In education sometimes call it the 'pursuit of excellence'. It refers to the behaviour of individual who strive to accomplish something to do his best, excel others in performance. Motivation is the arousal of tendency to act, to produce one or more effects. According to Maslow, "Motivation is constant, never ending fluctuating and complex that it is an almost universal characteristic of particularly every organism state of affairs".

Work motivation is the process that maintains and initiates goal directed performances. It energized and encouraged our thinking and colors positive and negative emotional reaction to work and life. Motivation generates the mental efforts that drive us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. It is crucial to note that motivation does not directly influence work performance. Instead, motivation leads us to use our knowledge and skills and apply them effectively to work tasks. It is the force that initiates and energize the application of our experience. Individual cannot satisfy his physiological and psychological need by himself. He needs a group, an organization to satisfy his

needs in the same way the organization also. Both are mutually dependent on each other to achieve motivation. Two main dimensions of work motivation are work activity and work situation.

1. Work Activity: -

It is the opportunity to use knowledge and skills at one's best which helps to make work activity interesting. The production of satisfaction through successful activity: aptitude leads to success, success results in satisfaction; satisfaction produces interest in the activity and commitment to organization.

2. Work Situation: -

The satisfaction of worker in the work is greatly affected by the physical conditions in which the work is done and the way in which the flow of work is done. Motivation to work consists of physiological need i.e., food, water, shelter etc., security, companionship, love and respect from the colleagues, associates and administrators.

FACTORS AFFECTING WORK MOTIVATION

Work motivation is influenced by variable like organizational structure i.e. whether the organization is automated or semi automated. Monetary incentives like pay, wages, bonus etc. benefits like social security, provident fund, medical aids, education for the children and psychological incentives like utilization of creative energies, satisfaction of doing the work ,recognition and freedom to plan one's own work.

PROFESSIONAL COMMITMENT

Professional commitment is composed of two words 'Profession' and 'commitment'. The word Profession means 'a job that need special training and a formal qualification' and the person relating to or belonging to a profession is called professional. Commitment means the time, work and loyalty that someone devotes to a course, activity or job.

PROFESSION

According to the Dictionary (Oxford,1970) the word, 'Profession' means "a religious order, vacation, calling especially one that involves some branch of learning or science". A profession is thus a calling or a vacation, but implies acquisition of a quantum of knowledge and skills utilized for the service of mankind. This service rendered by a professional may be direct or indirect, may be meant for a limited period of institution or independently or both.

Specific characteristics of a profession may be as follows:

(i) A profession renders a body of specialized knowledge and skills calling for a practical training.

(ii) A profession places service above the personal gains.

(iii) A profession renders an essential social service for the whole or a section of the society.

(iv) A profession needs pre-service or in-service training or both.

(v) A profession requires a broad range of freedom and autonomy.

(vi) A profession assures its members a life career, not a part time job.

(vii) A profession is recognized by the state and the society in which it serves.

(viii) A profession sets up a well disciplined organization for ensuring its growth and safeguarding its interest.

The three important aspects of any profession including teaching are commitment, self concept and job satisfaction. The goal or vision of the teaching profession should be commitment to knowledge, advancement of learning, improving the quality of education, commitment to the nation and fostering of a strong teacher and learner relationship.

COMMITMENT

Teachers are the sculptures who shapes the young ones into individuals of potentials and worthy characteristics. For this a teacher should have some commitment as an extension worker or social engineer and as an experimenter.

Commitment can be explained from following angles:

(a) Commitment to the learner:

It is the readiness of a teacher to attend to his students, to ensure optimum level of achievement while giving equal chance and importance to all the students at the right time. Helping the backward students in learning, conducting special classes and informing the parents/guardians about the progress of their children/wards etc. can be taken as example of a teacher commitment to his students.

(b) Commitment to the society:

It may be defined as the willingness of a teacher to contribute to the welfare of the society, without referring to the pain and sacrifice needed for it. Teacher should ensure community participation in educational institution.

(c) Commitment to Professional Development:

It is the encouragement of a teacher to update, sharpen and strengthen the professional competencies to develop an insight and deep understanding in various aspects of the teaching profession.

(d) Commitment to Basic Human Values:

The conscious efforts to practice desirable values in life are defined as commitment to basic human values. Punctuality and positive attitude towards colleagues, associates and enthusiasm, honesty and co-operation etc. can be viewed as an example of commitment to the basic human values. This concept of commitment is an investment of personal resources has long been associated with the professional characteristics of a teacher, but today it is widely recognized that teacher's commitment to the institution is very important.

FACTORS INFLUENCING PROFESSIONAL COMMITMENT

Factors which influence professional commitment are as follows:

(i) Personal Factors:

This include workers' sex, education, age, marital status and their personal characteristics, family background, socio-economic background and the like.

(ii) Factors inherent in the profession:

Factors inherent in the profession are found to be important in the selection of employees. These factors include the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management etc.

(iii) Factors controlled by the management:

They include the nature of supervision, job security, kind of work group, wage rate, promotional opportunities, transfer policy, duration of work and sense of responsibilities.

REVIEW OF RELATED LITERATURE

Review of the related literature allows the researcher to familiar with current knowledge in the field the research is going to be conducted and serves the following purposes:

1.The knowledge of related literature, bring the researcher up to date on the work which other researcher had done and thus state the objectives more concisely and clearly.

2.By reviewing the related literature, the researcher can avoid unfruitful problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would likely to add to the knowledge in a meaningful way.

3.The review of related literature gives the researcher an understanding of research methodology which refers to the way of the study to be conducted. It helps the researcher to know about the

tools and instruments proved to be useful and promising in the previous studies. The advantages of related literature also provide an insight into the statistical methods through which validity of results is to be published.

4.The last but not the least important reason for reviewing the related literature is to know about recommendations of previous researcher enlisted in their studies for further research.

Keeping in mind, the importance of the related literature, a review of various studies conducted by the researchers are given below.

Bogler (2002) revealed the distinctive teachers' professional and organizational commitment relationship with their decision making and organizational citizenship partnership behavior. The data collected through questionnaires from a sample of 983 school teachers at 25 middle and 27 high schools in Israel. The result of the structural equation model confirmed the main hypothesis and depicted distinctive patterns of relationship regarding professional commitment and organizational commitment in schools. Professional commitment was associated with organizational citizenship behaviour towards the student. Whereas organizational commitment was associated with all the three dimensions of organizational citizenship behaviour (towards the student, the team and the organization).

Raj (2002) found that the correlates of teacher effectiveness was positively affected by the level of motivation to work. Those having high level of motivation to work, do more effective teaching. Job satisfaction does not affect teacher's effectiveness significantly. Thus, teachers with high job satisfaction were not significantly better than their counterparts with low level of job satisfaction. There was no significant effect of work motivation and job satisfaction on teachers' effectiveness.

Giffords (2003) found that professional and organizational commitment are related as auspice. The three organizational groups were distributed along a continuum public, not for profit and proprietary with workers from public organizations reporting less commitment. In addition to the findings regarding professional commitment of social services worker's appears to be related to age of the employees and to the position of the employees within the organization.

Maheshwari (2003) reported in his study that;

- 48% of teachers suggested that for increasing commitment, school environment should be healthy.
- 41% respondents suggested that more salaries and other facilities might enhance commitment to teachers.
- Distinctive to non commitment teachers would also result more commitment among other teachers, as stated according to 18.8% of respondents.
- Secondary teachers demanded no privatization of education because it leads to erosion in commitment to teachers.
- 13% teachers opined that programmed of professional development like seminars and refresher courses help teachers to becomes more professionally committed.

Bogler (2004) focused on the relationship between teacher's empowerment, commitment to the organization, commitment to the profession and citizenship behavior. Pearson correlations and multiple regression analyses indicate that perception of teachers to their level of empowerment were quite significant to their feelings of organizational commitment, to the profession and to the citizenship behaviors. Among the six subscales of empowerment, professional growth, self-efficacy and status were significant predictors of organizational and professional commitment while decision-making, status and self-efficacy were significant predictors of citizenship behavior.

Arokiadoss, S. A (2005) studied teacher effectiveness of college teachers and found that teachers with high level of teacher effectiveness were found to be 18 percent and those with low level were 15 percent and the rest 67 percent were at the average or moderate level of teacher effectiveness. Further women teachers were found more effective in guiding and advising their and possessed better skills of teaching and evaluation. Arts teachers possesses higher mastery in their subjects and more involvement in their concern subjects and in the college activities. He further found that teachers having research degrees had mastery over their subjects, motivating skills and develop rapport with the students effectively.

Gurpreet (2005) found significant difference in the teacher effectiveness of male and female teachers and found that female teachers are more effectiveness than male teachers.

Lunenberg (2006) reported that the research by teacher educators (self study research) had made an enormous contribution to the professional development of the teacher educators. Many teacher educators however have neither the knowledge nor the time to systematically study their own practices.

Bala (2007) studied the burnout in secondary school teachers in relation to teacher effectiveness and found that there exists a significant relationship between personal accomplishment of burn out and teacher effectiveness of male and female secondary school teachers.

Jain (2007) conducted a study on teaching effectiveness of teachers and their attitude towards teaching profession. He found significant difference in effectiveness of male and female teachers. Significant difference has been found in the attitude towards teaching profession of male and female teachers. Significant difference has also been found in the attitude of less and more experienced teachers towards their teaching profession.

Pandey and shukla (2007) conducted a study of organizational commitment in relation to Alienation and leadership style. A total of 160 college teachers of Gorakhpur university were involved in the study and were selected through stratified random sampling technique. In order to measure variables, following tools were used: Teacher Academic Alienation Scale (TAAS) Leadership Behaviour Description Questionnaire (LBDQ) Organizational Commitment Questionnaire (OCQ). Result indicated that teachers differed significantly on degree of alienation. Alienation was reported more in female teachers than in male teachers. Level of alienation was found to be more in less experienced teachers than more experienced teachers. Results further indicated that initiating structure of leadership style contributed positively in the total organizational commitment in teachers.

Agarwal and Vadlapatla (2008) conducted a study on the adjustment and teaching effectiveness of private and Government school teachers. Total 150 teachers were selected randomly as sample. 75 government school teachers of 9^{th} and 10^{th} classes were selected from

Bhilai of District Durg (Chhattisgarh). The study revealed that significant difference exist between teaching effectiveness of private and government school teachers.

Arnold (2008) conducted a study on course level and the relationship between research productivity and teaching effectiveness. The author examined the relationship between research productivity and teaching effectiveness using data from the Erasmus school of economics. The initial findings indicated a positive overall relationship between the variables. A more detailed analysis revealed a sharp reversal in the nature of the relationship. Although the relationship was negative in the first two years of the bachelors programmes. It became positive later on. This suggested that the applicability of the various models that have been advanced to explain either a negative or positive relationship may depend on course level.

Suman (2009) found that senior secondary school teachers with different level of self efficacy differ significantly from each other with regard to the teaching effectiveness. Male and female senior secondary school teachers did not differ significantly with respect to their teaching effectiveness score. Less experienced and highly experienced senior secondary school teachers did not differ significantly with regard to their teaching effectiveness.

Gaur and Singh (2009) conducted a study to compare the teaching effectiveness of secondary school teachers with respect to their correlates as caste, marital status and type of school. A sample of 84 teachers of Mathura region secondary schools were selected randomly. The tool used was teacher effectiveness scale by P. Kumar and D. N. Mutha. The results revealed that no significant difference was found between the Mathura region secondary school teachers on their effectiveness with their correlates as government / private, married / unmarried and general /schedule caste. On the contrary, significant difference was found between the teachers belonging to schedule caste and backward class on their effectiveness in teaching.

Sood & Anand (2010) studied the level of professional commitment among teacher educators of Himachal Pradesh serving in secondary teacher training institutions. The data gathered through a scale of professional commitment of teacher educator's from 135 teacher educators from 25 teacher training institutions of Himachal Pradesh. Findings shows that Significant differences were found in Professional Commitment of B.Ed. teacher educators with regard to gender,

teaching experience and marital status. However Non-NET and NET qualified teacher educators were found to have similar level of commitment towards their teaching profession.

Singh &Dr. Pal (2011) found that no significant correlation between the job satisfaction and teaching effectiveness of primary and upper primary school teachers and no significant difference in their level of job satisfaction among male and female primary and upper primary school teachers.

Kalpna (2011) found that:

- More than 50% senior secondary teachers possessed teaching effectiveness scores above mean values of 322.9.
- Male and female senior secondary school teachers did not differ significantly from each other with respect to their teaching effectiveness.
- Less experienced, moderately experienced and highly experienced senior secondary school teachers did not differ significantly with regard to their teaching effectiveness.
- The emotional maturity and teaching effectiveness of senior secondary school teachers were found to have a significant positive correlation (0.25).

Sharma and Neetu (2012) found that the mean scores of more experienced teacher educators were higher than the mean scores of less experienced teacher educators. More experienced teacher educators were found more committed towards their profession in comparison with less experienced teacher educators (10 years of teaching experience). The study further revealed that unmarried teacher educators were found to be more committed towards their profession in comparison with the unmarried teacher educators.

Goswami and Sharma (2014) conducted a study on professional commitment of teacher educators with regard to job value. A sample of 300 teacher educators (146 males and 154 females) from six state universities with good reputation were identified through the consultation of experienced field experts were selected by random sampling. Tools used were job value questionnaire (JVQ) developed by Seema Sanghi and Professional Effectiveness Scale prepared by the researcher. Findings revealed that the mean scores of professional commitment of male teacher educators having high and average job value were higher than female teacher educators, but in case of low job value mean score of female teacher educators was slightly

higher than the male teacher educators. The professional commitment of two groups (male and female teacher educators) did not differ significantly with regard to their job value.

Mishra (2015) conducted a study on teacher commitment of Secondary school teachers in the state Sikkim. The objective of the research was to study the teacher commitment of secondary school teachers in relation to their gender and teaching experience variations. The design was an ex-post facto type of descriptive method. A sample of 100 teachers from 10 secondary schools of East Sikkim was selected on random basic to measure the teacher commitment, standardized tool, "Noorjehan Teacher commitment Inventory" developed by Ganihar (2005) and self-developed tool Headmaster's Rating Scale were used for the purpose of the study. The findings of the study revealed that there was no significant difference in teacher commitment of secondary school teachers in relation to gender and teaching experience variations. Further the findings revealed that there was significant difference in teacher commitment of secondary school teachers through self-rating and headmaster's rating scale.

Ahluwalia and Preet (2017) conducted a study on measurement of organizational commitment amongst female teachers: A comparison between state and private universities. Total 200 female university teachers of Punjab (85teachers from state universities and 115 from private universities) filled the standardized questionnaire mean scores, standard deviation and t-test had been applied in the analysis. Findings revealed the high affective commitment followed by normative commitment among female teachers of state universities as compared to female teachers of private universities. Findings revealed highest level of emotional attachment and highly obligated to remain with their present organization.

Halder and Rani (2018) The researcher investigates the relationship between job satisfaction and teacher effectiveness of secondary school teachers in West Bengal. Two scales were adopted and applied by the researcher in the study (i) Job Satisfaction Scale (JSS) developed by Singh and Sharma (1999) and (ii) Jayaraman's Teacher Effectiveness Scale (JTES) developed by Jayaramanna for the collection of required data. 400 (256 male and 144 female) secondary school assistant teachers including para and contractual teachers were randomly selected as the sample of the study from three districts of West Bengal. The Pearson Product Moment co-relation Method was applied to find out the relation between the variables selected. Analyzing

the data, collected from the sample groups, positive co-relation was found (.500) between job satisfaction and teacher effectiveness.

Rayees Ahmad Dar (2019) The researcher examined the attitude towards teaching of effective and less effective secondary school teachers in the Kashmir valley. A sample consisted of 800 secondary school teachers were collected by random sampling. Attitude towards teaching scale developed by using S.P. Alullwalia's was used. Professional commitment scale developed by Ravinder Kaur and Sarbjit Kaur was used. The researcher revealed that the effective secondary school teachers have a favorable attitude towards teaching as compared to less effective secondary school teachers. The results also revealed that effective teachers are more competent, show a positive attitude and are more cooperative to the students and to the heads of institutions.

NEED AND SIGNIFICANCE OF THE STUDY

In the modern era, teacher educators are expected to play the role of socialization and modernization. However, to meet these requirements it becomes necessary to improve the quality of teacher education also. Hence it becomes important to study the work motivation and professional commitment of teacher educators. As a motivated and professionally committed teacher can give equal importance and weightage to all the students so as to ensure maximum achievements. A committed teacher acts as an active classroom manager, leader of the group activities, organizer and builder of pupil's character. They have to take the responsibility of reforming our society, developing modern values, attitude in students and work for building of a secular and socialist society. Having been placed in such a pivotal position in the whole scheme of education, it is to be ascertained as to be what extent a teacher educator play his/her role effectively. If teacher educators are not satisfied with his/her life, not mentally healthy and not possess requisite competency, commitment towards his profession then findings are bound to lead a serious consequences. There is fear of dissatisfaction, inferiority and maladjustment being transmitted to their students who are under their guidance and control. The need of the hour is to rebuild the professional identity of teacher educators, nurture their skills and professional commitment through continuing education. It must be

ensured that their work also reflect our constitutional values. The need for enhancement and improvement of professional commitment of teacher educators is universally emphasized in all educational institutions. Findings of different studies revealed that professional commitment of teacher educators were studied at different level in different combinations, but till date teaching effectiveness of teacher educators was not studied in the combination of work motivation and professional commitment. Keeping this in view, it is worthwhile to investigate the teaching effectiveness of teacher educators with regard to work motivation and professional commitment. Beside the fact that the result of this study will be further helpful for other teacher educators, principals of B.Ed. colleges, educational planners and planners of professional development. Further programme for teacher educators at academic staff colleges will also be benefited from the result of this study.

The future of the society, state and the nation depends upon the competencies and proficiency of its teachers. In the present time, it has been felt that the teachers are not mentally sound and emotionally stable. There are many factors which are affecting teachers‟ cognitive style and emotionality. Job security, facilities, incentives, exploitation, lack of positive attitude, decision making, and working with associated members, and cultural variations are such factors which are responsible for teachers‟ instability in the emotions. Emotionally competent teachers will express emotions appropriate to the situation inside as well as outside the classroom. It also acts as a preventive measure against bad behaviour, anxiety, frustration, boredom and depression--collectively taken as stress. Emotions and feelings are interwoven with the networks of reason and there is interconnectivity between emotions and cognition. Any employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. Theses abilities greatly enhance job satisfaction, lead to high job performance, long term mental health and organizational success. Researches conducted in India and abroad revealed that cognitive styles have predictive power for academic achievement beyond general abilities. Researches have been conducted on psychogenic needs of effective teachers. But there seems to be lack of studies in which attempts have been made to study the teacher effectiveness in terms of cognitive and emotional competence. Teacher effectiveness is the area where lots of research studies have been conducted across the nation and world and at all levels of education. Still research efforts continue to understand the variables which affect it.

Review of related literature on teacher effectiveness indicates that there is not a single sole factor accounts for teacher effectiveness. Thus, the study undertaken will become more significant and relevant in the present context.

The researcher feels that the future of the country lies in the hands of the teachers. They are responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if there are truly committed to the profession. Hence the researcher feels that some studies have to done at the grass root level. Hence, the present study was undertaken to assess the teaching effectiveness, work motivation and professional commitment of teacher educators.

Further, the present study is an attempt to measure the teaching effectiveness, work motivation and professional commitment of the teacher educators. Commitment is a major concern at all the stages and levels of life. It is an essential process and need of every human being. All human beings survive on this planet through the motivation and commitment process. The focus of the present study is to assess the motivation and commitment level of teacher educators.

The aforesaid discussion encouraged the researcher to undertake the present research study which may be stated as under: -

STATEMENT OF THE PROBLEM

"TEACHING EFFECTIVENESS OF TEACHER EDUCATORS AS RELATED TO WORK MOTIVATION AND PROFESSISONAL COMMITMENT"

OBJECTIVES OF THE STUDY

1. To study the level of teaching effectiveness, work motivation and professional commitment among teacher educators.

2. To study the gender wise difference among teacher educators with respect to their teaching effectiveness.

3.To study the differences in teaching effectiveness of teacher educators with respect to their level of work motivation.

4. To study the interaction between gender and level of work motivation with respect to teaching effectiveness of teacher educators.

5. To study the differences in teaching effectiveness of teacher educators with respect to the level of professional commitment.

6. To study the interaction between gender and level of professional commitment with respect to teaching effectiveness of teacher educators.

7. To study the difference in teaching effectiveness of teacher educators with respect to their teaching experience.

8.To study the interaction between teaching experience and level of work motivation with respect to their teaching effectiveness.

9.To study the interaction between teaching experience and level of professional commitment with respect to the teaching effectiveness of teacher educators.

10.To study the correlation between:

(a)Teaching effectiveness and work motivation.

(b) Teaching effectiveness and professional commitment.

(c) work motivation and professional commitment.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference among teacher educators with respect to their teaching effectiveness gender wise.

2.There will be no significant difference in teaching effectiveness of teacher educators with respect to level of work motivation.

3.Gender and work motivation will not interact significantly with respect to teaching effectiveness of teacher educators.

4. There will be no significant difference in teaching effectiveness of teacher educators with respect to the level of professional commitment.

5. Gender and level of professional commitment will not interact significantly with respect to teaching effectiveness.

6. There will be no significant difference in teaching effectiveness of teacher educators with respect to teaching effectiveness.

7. Teaching experience and level of work motivation will not interact significantly with respect to teaching effectiveness of teacher educators.

8. Teaching experience and level of professional commitment will not interact significantly with respect to teaching effectiveness of teacher educators.

9.There will be no significant correlation between:

(a)Teaching effectiveness and work motivation.

(b) Teaching effectiveness and professional commitment.

(c) work motivation and professional commitment.

DELIMITATION OF THE STUDY

1. The study will be delimited to teacher educators teaching in privately managed B.Ed. colleges of state Himachal Pradesh.

2. The present study will be delimited only to five districts (Mandi, Bilaspur, Kullu, Solan and Shimla) of Himachal Pradesh.

3. Further, the study will be delimited to a sample of approximately 300 teacher educators.

4. The study will be delimited to one dependent variable i.e. teaching effectiveness and four independent variables namely gender, work motivation, professional commitment and teaching experience.

OPERATIONAL DEFINITION OF THE KEY TERMS USED

Teaching effectiveness: Teaching effectiveness refers to a process of imparting knowledge and information in such a manner so as to develop basic skills, proper work habits, desirable attitudes, value judgment, understanding and adequate personal adjustment of the students.

Teacher Educators: The term refers to the teachers working in the privately managed B.Ed. colleges of Himachal Pradesh.

Professional Commitment: Professional commitment is the proper customary function to pledge or promise or obligation of teacher's behaviour pattern according to certain rules and norms, concerning mainly with pupil, on profession, school, society, patterns and nation.

Work Motivation: Work motivation is the expectancy of finding satisfaction in maintaining challenging and difficult performance. In education sometimes call it the pursuit of excellence. It refers to the behaviour of something of individual who strive to accomplish something to do his best, excel others in performance.

VARIABLES OF THE STUDY

A variable is the characteristics of an individual, group and the environment that is in the interest of the research study. Variables are the conditions of characteristics that are observed, controlled and manipulated by the research scholar. Variables are the necessary requisite for any worthwhile research for the purpose of comparison.

In the present investigation, the following variables will be considered as dependent and independent variables:

Dependent variable:

Teaching Effectiveness: Teacher educators who have attained the required competencies in their function such as planning and organization of teaching, class management, knowledge of subject matter and their interpersonal relations are said to be effective teacher educators, An

effective teacher educator helps in development of basic skills, developing work habits, desirable attitudes, understanding and adequate personal adjustment among the students.

Independent variables:

Gender: A gender variable is considered of having two types: Male and Female.

Work Motivation: Making teaching interesting and appealing to teacher educators by stimulating the active interest of the teacher educators.

Professional Commitment: Professional commitment is the proper customary function to promise or obligation of teacher's behaviour pattern according to certain rules and norms, concerning mainly with pupil, on profession, school, society and nation.

Teaching Experience: It is the knowledge, skill acquired or gained over the years as a result of teaching.

RESEARCH METHOD TO BE EMPLOYED

In the present investigation 'Survey techniques' under "Descriptive method of Research" will be employed.

SAMPLING

In the present investigation the procedure of multistage sampling along with incidental sampling process will be employed. In the first stage, the researcher will select five (05) districts out of eleven(11) districts (except lahaul spiti) of Himachal Pradesh by employing random sampling technique. As the district Lahaul spiti of Himachal Pradesh has no B.Ed. college, hence it will not be taken in the universe of sampling. In the second stage, 30 to 35 B.Ed. colleges will be selected by using random sampling procedure from sampled five (05) districts.

In the third stage, the teacher educators working in B.Ed. colleges will be selected by employing incidental sampling technique. On an average, the researcher will try to include at least 300 teacher educators.

RESEARCH TOOLS TO BE USED

1.For measuring teaching effectiveness of teacher educators, Teacher Effectiveness Scale developed by Umme Kulsum (2011) will be utilized.

2.To assess the work motivation level, standardized tool developed by K. G. Agarwal (2012) will be applied.

3. To measure the professional commitment among teacher educators Professional Commitment Scale for Teachers by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2012) will be used.

PROCEDURE FOR DATA COLLECTION

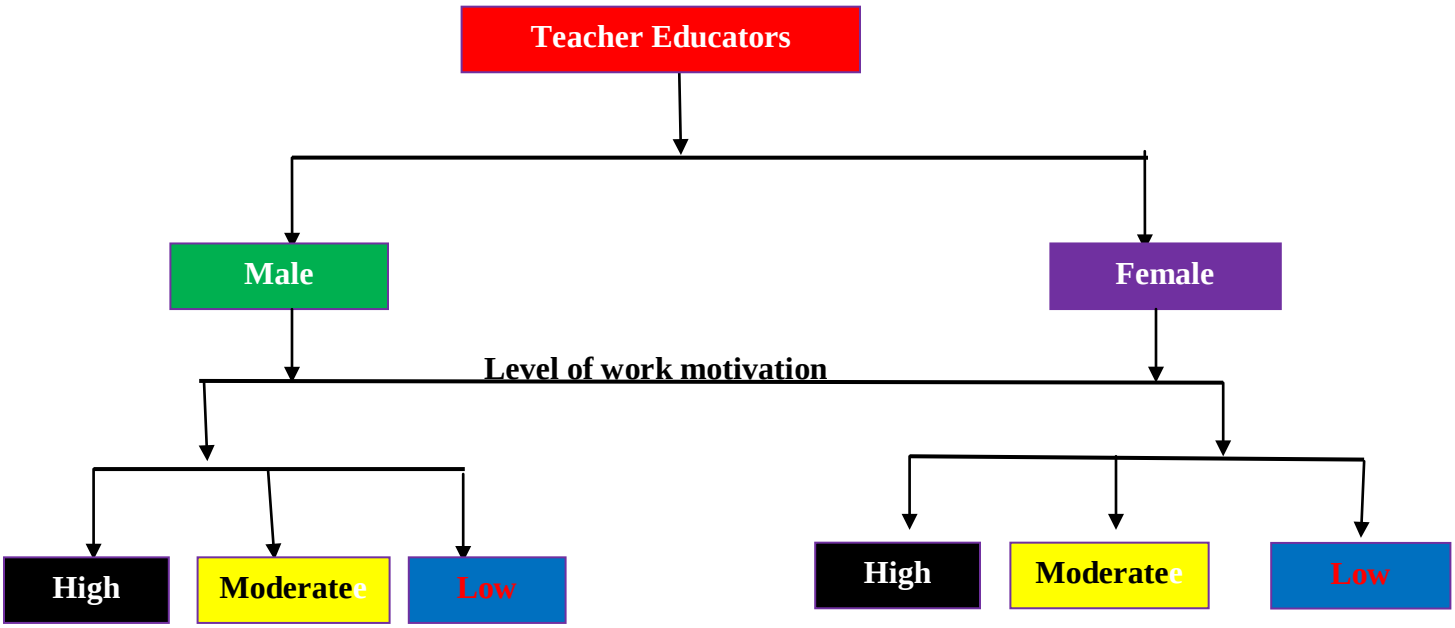
For data collection, the investigator will visit the selected B.Ed. colleges personally. The tools will be administered to the selected sample of teacher educators with the prior permission from the head of the institutions.

Before getting completed tools from teacher educators, all of them will be requested to give requisite information on each item in the tools. All the teacher educators will be assured that the information furnished by them will be kept strictly confidential and will not be shown or revealed even to the managing committee members, principals and administrators of the colleges.

DESIGNS OF THE STUDY

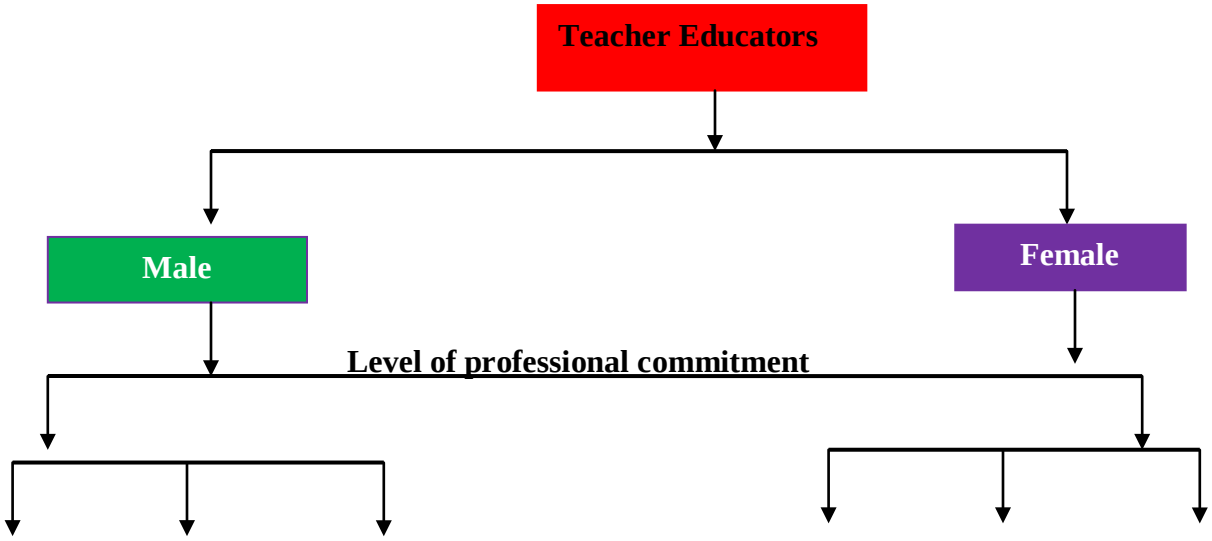
For realizing the objectives of the present study following research designs will be employed:

1.Gender and level of work motivation (2x3 Research Diagram)



(Scores on Dependent Variable for all six groups)

2. Gender and level of professional commitment (2x3 Research Design**)**

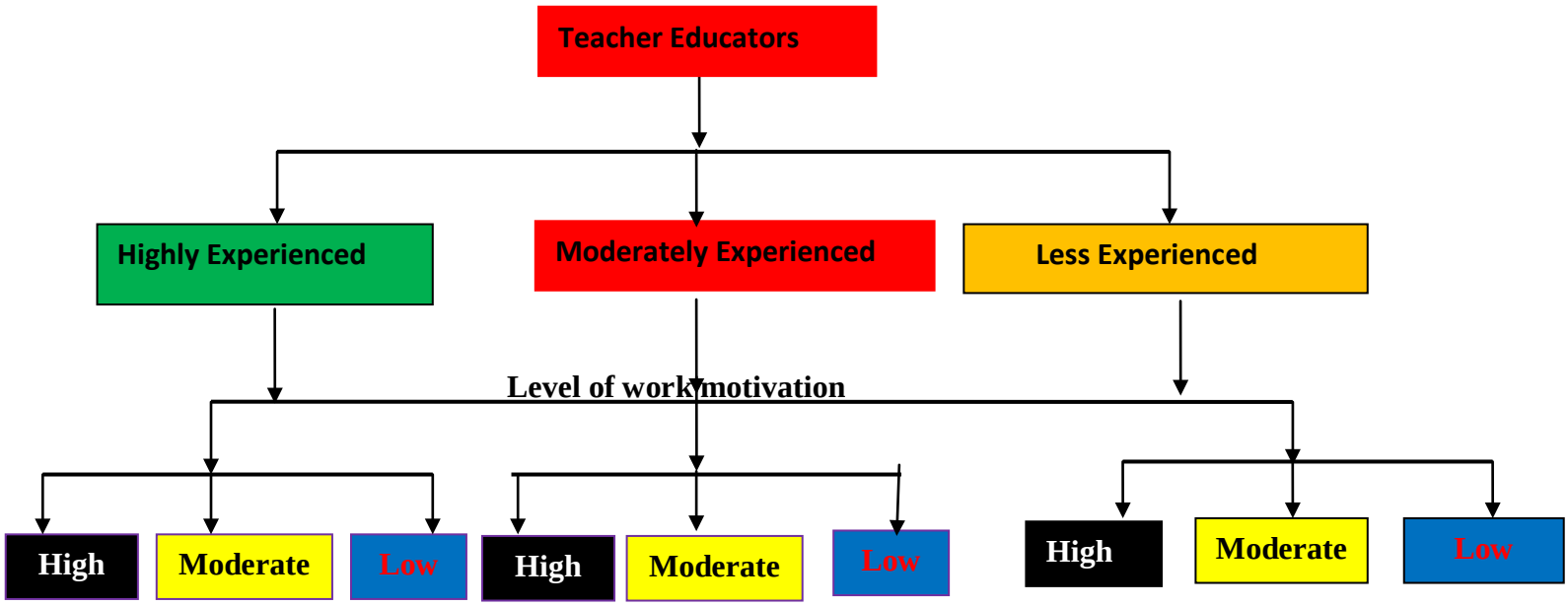


High Moderate Low

High Moderate Low

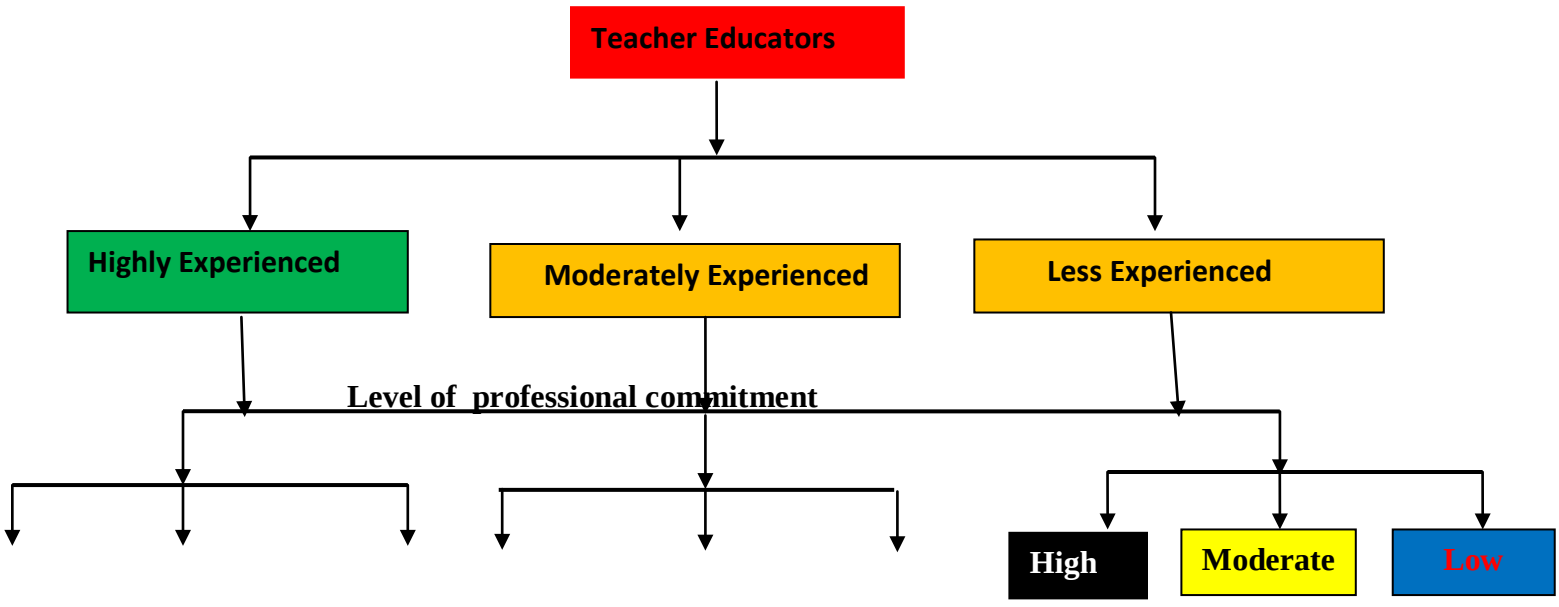
(Scores on Dependent Variable for all six groups)

3. Teaching experience and level of work motivation (3x3 Research Design**)**



(Scores on Dependent Variable for all nine groups)

4.Teaching Experience and level of professional commitment(3x3 Research Design**)**



(Scores on Dependent variable for all nine groups)

STATISTICAL TECHNIQUES TO BE EMPLOYED

First of all, for checking the normality of the data and the level of teaching effectiveness, work motivation and professional commitment of teacher educators, certain descriptive statistics like mean, median, mode, SD, QD, Skewness, and Kurtosis will be calculated.

For finding out the main and interactional effects of gender, teaching experience, work motivation and professional commitment on teaching effectiveness of teacher educators, the statistical technique of "Analysis of Variance "will be applied. Further 't-test' will be applied to test the significance of difference between the mean scores on different dependent variables where ever F-ratio will be found to significant.

In order to study the correlation between teaching effectiveness, work motivation and professional commitment, product-moment correlation by Karl Pearson will be used.

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